

University of Groningen

LiFT-2 | Literary Framework for Teachers in Secondary Education

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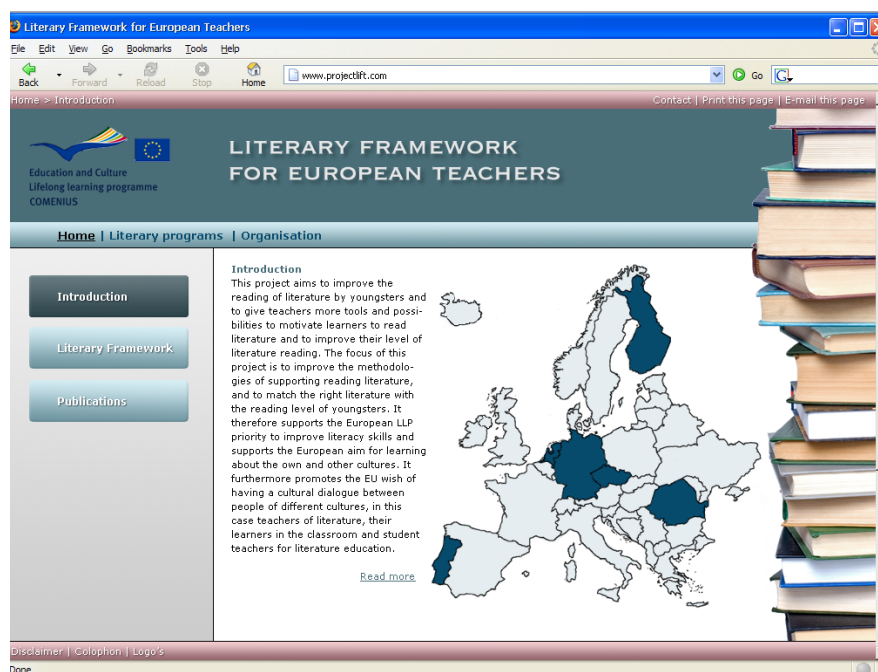
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LiFT-2 | Literary Framework for Teachers in Secondary Education

Progress Report | Public Part

Project information

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Executive Summary

Target audience

This project deals with literature teaching and is primarily intended for language and literature teachers and for secondary school teacher trainers. The project is also of interest to researchers, institutes and policymakers who are engaged in the literary socialization of adolescents aged 12 to 18 years.

Project aims

1. to compare the curricula of the project partners for literature teaching in secondary education
2. to develop a literary framework for teachers to identify the different levels of literary competence
3. to compile reading lists (national and international) organized by competence level so that teachers can match books to their pupils' reading levels
4. to make an inventory of teaching approaches and strategies for every competence level in order to boost the reading level of pupils at different levels
5. website and dissemination

Aims 1 and 2 have for the most part been accomplished and we are working hard on aims 3, 4 and 5.

Approaches used

Developing the European framework expands in more detail on research on the development of literary competence in secondary schools conducted in the Netherlands by the project coordinator.¹ As a result, a blueprint for procedure and approach already exists. A key feature of the procedure for devising the framework is the central role played by the shared practical knowledge of literature teachers.

Major results

Although the project is not yet completed, a number of concrete results have been achieved:

1. A comparative analysis of literature teaching curricula in the countries taking part in the project.
2. Some essential components of the literary framework:
 - an instrument for exploring the relative complexity and teaching potential of literary texts
 - the first part of the literary framework (in seven languages): a definition of six levels of literary reading for students in relation to six levels of literary complexity for texts. Still missing here are the corresponding teaching methods (part 2).

¹ Witte, T. (2008). *Het oog van de meester. Een onderzoek naar de literaire ontwikkeling van havo- en vwo-leerlingen in de tweede fase van het voortgezet onderwijs. (The eye of the master: a study of students' literary development in upper secondary education)*. Delft: Eburon

- a manual and questionnaires for book voting (in six languages) in order to compile six national reading lists and one international list, all graduated according to level
 - a graphic and functional design for the website (www.literaryframework.eu) to make the framework accessible to teachers, teacher trainers and other interested parties.
3. An interesting positive result of our procedure was observed and reported on by our external evaluator: *'I have been wondering why this project up until now is so effective and efficient compared to the projects I have been involved in myself in the past fifteen years. Apart from the obvious good job which the coordinators are doing and the commitment of all partners, I see one important main feature of this project: "the wheel doesn't have to be reinvented, it only has to be elaborated on and improved".'*

A second salient outcome is the greater degree of consensus than anticipated at the start of the project. Although the countries differ markedly in their traditions, teachers and experts have so far been shown to possess roughly the same 'practical theory' when it comes to different reading levels and what makes literary texts difficult or accessible for pupils at a particular reading level.

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1. Project Objectives

'Standards and quality are essential to education. Learning means changing, and changing implies some continuum of standards along which those changes can be marked. Learning also entails errors, and errors are most useful to learners when they are interpreted in terms of developing competence.'
(Howard Gardner)

The partners in this project are seeking to develop a literary framework that can be used by European teachers in secondary education (ages 12 to 18). The project also aims to promote an intercultural dialogue between teachers and experts in literature education about levels of literary competence in secondary education and books that match these levels, and about teaching approaches and activities that stimulate students to reach a higher level of literary competence.

This project seeks:

1. to describe and compare curricula for literature teaching in Europe
2. to develop a literary framework to identify different levels of literary competence
3. to compile graduated reading lists (national and international) so that teachers can match books to the reading level of their pupils
4. to explore teaching approaches and strategies that encourage the transition to a higher level
5. to disseminate the results via the website www.literaryframework.eu and other national and international channels.

Aims 1 and 2 have for the most part been accomplished and we are working hard on aims 3, 4 and 5.

Outline and impact of project aims

Re 1. Description and comparison of literature teaching curricula

For all project partners to arrive at a shared understanding of the literary socialization of secondary school pupils (aged 12 to 18 years), we wish to jointly design an instrument that can describe and compare literature teaching curricula. Alongside the formal prescribed curriculum, we would also like to take into consideration key developments and discussions among the partners so that we are aware of the current cultural, political and educational issues in the field of literature teaching in Europe. The purpose of this comparative study is twofold: we wish to gain a better understanding of one another's teaching programmes and cultures, and to ascertain the level of support among the partners for a joint literary framework.

This comparison will help us identify the possibilities and impediments with regard to a 'European' literary framework.

2. Literary framework for European teachers

This project aims to give teachers a pedagogical-didactical instrument to motivate students to read literature and to improve their level of literary competence. The framework will help teachers to distinguish the reading levels of students in secondary education (ages 12 to 18) and to match these levels with appropriate literary texts. The underlying aim is to ensure a smooth literary development for both weak and strong readers so that they can develop further as readers of literature even after they have left school.

We believe that a literary framework will have a potentially major impact on teachers and curriculum developers, especially if it can be evaluated empirically. Teachers find it extremely difficult to identify differences between pupils and to tailor their teaching to individual students. The framework offers teachers a pedagogical-didactical knowledge base that enables them to identify both pupil differences and the different stages in the literary development of adolescents.

The factor 'text' is important when analyzing the linguistic demands involved in the teaching and learning of literature. A systematic approach to text difficulty and accessibility can make a valuable contribution to finding pedagogical-didactical criteria for text selection. It is often felt that the textual factor is not taken sufficiently into account in the discussion of literary competences and literary education (see 'canonical approaches' in some countries despite the difficulties that the classics might present for learners). We hope that Quick Scan (see pp.12-13) will help in the selection of texts for certain groups of pupils and that lesser known texts (e.g. young adult literature) will be accepted into the curriculum on the basis of a balanced assessment.

3. National and international graduated reading lists

The aim is to compile a national reading list for each participating country and an international reading list for 'Europe'. The 'national' lists will consist primarily of books from a country's own language culture, but this can vary per country. The international list will contain world literature and books translated into English from the national lists.² Separate lists will be compiled for lower secondary (ages 12-14) and upper secondary (ages 15-18). The books will be arranged by reading level, with very simple books for inexperienced and unmotivated readers at the lowest level and highly complex books for very sophisticated and literate readers at the highest level.

With the reading lists we seek to do justice to literary socialization both in a country's own culture and in European culture. These lists can also be used in foreign language teaching (see also Section 5).

4. Pedagogical-didactical approaches to modelling progression

The framework comprises three dimensions: students, books and didactics. The pedagogical-didactical dimension relates to teacher behaviour in an educational context. The aim is to collect teacher knowledge for each reading level regarding the

² The ultimate aim is to subject all these books to a literary pedagogical analysis (Quick Scan) in order to give teachers an understanding of the teaching possibilities and limitations of the books. However, this does not fit within the aims and possibilities of this project.

pedagogical-didactical approach and interventions that encourage the transition to a higher reading level (zone of proximal development).

For teachers, the framework represents a pedagogical-didactical knowledge base: it indicates which reading levels can be identified, which books match those reading levels and which learning activities and pedagogical-didactical strategies help pupils to reach a higher level. We know of few examples of exploratory and other research that addresses both the question of what should be taught when, and the question of how this might be achieved. We believe, however, that the answer will be highly dependent on the educational context. Nevertheless, shared knowledge will also exist in relation to this question.

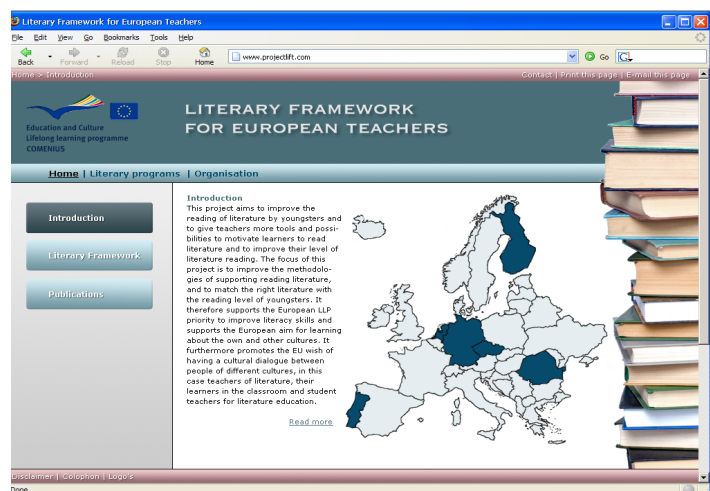
An important benefit of a framework is that it gives structure to exchange and discussion regarding the choice of aims of literature teaching, the usability of texts and the choice of pedagogical-didactical approaches and methods. This then allows us to investigate and explore in depth the different educational traditions.

5. Website

The website will be multilingual and will see to the dissemination of the results and products of the project.

The website will be a source of (literary) pedagogical content knowledge that European literature teachers can draw from. Because the national and international reading lists are organized along the same pedagogical-didactical principles, this invites teachers to look beyond the boundaries of their own language. We believe that the lists will also be a welcome source of information for foreign language teachers.

The idea is that the website will continue to grow and will expand to include reading lists from other European countries, giving rise to a European community of literature teachers. A literary framework is in keeping with EU policies that are serious about the idea of forging a European cultural and multicultural identity. We will come back to this in Section 6 (p.18). We would welcome a follow-up to this project so that other countries too will have an opportunity to present their literature at a European level. We would also like to see the framework expanded to include primary education because research shows that reading fictional texts is critical for a pupil's language development.³



³ Mol, S. & Bus, A. (2011). To Read or Not to Read: A Meta-Analysis of Print Exposure From Infancy to Early Adulthood. *Psychological Bulletin*, 137, 2, 267-296.

2. Project Approach

Developing the European framework expands in more detail on research on the development of literary competence in secondary schools conducted in the Netherlands by the project coordinator.⁴ As a result, a blueprint for procedure and approach already exists. A key feature of the procedure was the use of focus groups to explore the shared pedagogical content knowledge of literature teachers.⁵ This means that consensus regarding knowledge about reading levels and the relative difficulty and accessibility of literary texts has been sought in both the national expert meetings of the participating countries and the international meetings of the project group. The reason why we are relying so heavily on the knowledge of literature teachers is that we wish to create a framework that contains information familiar to teachers.

Comparing the literature curricula

In order to arrive at a shared understanding of the literary socialization of pupils in secondary education (12 to 18 years), we designed an instrument for describing and comparing the literature teaching curricula in six different countries. Our primary focus here was the formal curriculum as set by the government.⁶ But we are of course also interested in espoused theory – the most important political and pedagogical-didactical themes in the rhetoric on literature teaching among the six partners.

Developing the literary framework

Developing the literary framework is an ambitious multi-year project involving six stages:

- (1) introduction: pedagogical-didactical operationalization of literary complexity
- (2) compiling the framework for part 1: matching students and books at different levels
- (3) compiling and validating the graduated national and international reading lists
- (4) compiling the framework for part 2: teacher/student interaction at different levels (teaching methods)
- (5) compiling and validating the framework (integration of parts 1 and 2)
- (6) disseminating information via the website www.literaryframework.eu

Stages 1 and 2 have since been completed, stage 3 is well underway and a start has been made on stages 4, 5 and 6.

⁴ Witte, T. (2008). *Het oog van de meester. a onderzoek naar de literary development van havo- and vwo-pupils in de tweede stage van het voortgezet onderwijs. (The eye of the master: a study of students' literary development in upper secondary education)*. Delft: Eburon.

⁵ Verloop, N., Van Driel, J. & Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35, 441-461. Schulman, L. (1986). Paradigms and research programs in the study of teaching: a contemporary perspective. In: M. Wittrock (ed.). *Handbook of Research on Teaching* (pp. 3-36). New York, London: MacMillan.

⁶ Goodlad, J. (1979). *Curriculum Inquiry. The Study of Curriculum Practice*. New York: McGraw-Hill.

Stage 1: Operationalization of literary complexity

The first stage involved operationalizing literary complexity in the context of secondary education (Groningen meeting, November 2009). The partners used Witte's Quick Scan instrument (QS) in a workshop to explore the complexity of several texts from world literature. Together with literature teachers from their networks, all the partners then used the QS in their own countries to analyse books with different levels of difficulty. The QS was modified in the light of these experiences (Joensuu meeting, February 2010) and consensus was reached on the variables for the dimensions of 'student' and 'book' within the framework.

Stage 2: Framework for part 1

In two rounds (one for lower and one for upper secondary), teacher panels in the six countries classified the books according to level and discussed the features of books in relation to a particular reading level. The panel discussions were led by the project members. To ensure an effective structure for this process, the project coordinators developed a detailed manual. The verdicts of the teacher panel were systematically collected and categorized by members of the project group. The results from the six countries were then combined in matrices, which formed the basis for discussions about lower secondary (Prague meeting, June 2010) and upper secondary education (Braga meeting, October 2010) with the aim of reaching consensus on the number of levels to be distinguished and on the content of the ordinal scales for all sixteen variables.

Stage 3: Compiling and validating reading lists by means of a questionnaire

Together with teacher panels the project members compiled reading lists for their own countries for lower (ages 12-14) and upper secondary (ages 15-18) and organized the books according to level. These lists mainly comprise books from their own language culture. The project group also selected twenty books from world literature, ranging from Harry Potter to Franz Kafka's *The Trial*, and added them to the national lists (Hildesheim meeting, February 2011). The reading list (80% national and 20% international books) was sent to teachers via a digital questionnaire in their own language. The teachers were asked to rate the level of the books and to make suggestions for other books at each level. In this way we wished to acquaint teachers with the literary framework and to increase the ecological validity of the book rating.

Evaluation

The partners in this project are all experts themselves and have peer reviewed all the products and procedures.⁷ Furthermore, the target group (teachers of literature) was closely involved in developing the framework (panels) and in compiling the reading lists (book ranking). At each meeting the project partners evaluated progress, organization and management. In addition, we have used an external evaluator who monitors the project at a distance and attends a meeting at the end of each project year and interviews participants about the process, organization and management. This evaluation results in a recommendation to project management. In between times, project management consults with the evaluator for advice.

⁷ See the minutes of our meetings in Prague and Braga (confidential report).

Thanks to the dedication and immense efforts of the partners, we have always managed to adhere to the planning timetable. The only delay has been in drafting the scholarly article, but we are confident that we will be able to submit this in September.

Dissemination strategy

Dissemination is part of the organization of this project. Teachers are involved through panel discussions and questionnaires in developing the framework and compiling the reading lists. Using these strategies we can alert teachers to the practical value of the framework and the reading lists, and can appeal to their sense of 'ownership'.

As soon as the website is online, we will draw our work to the attention of national and international associations through journal articles and conference presentations.

3. Project Outcomes & Results

Comparison of literature curricula

In June 2010 we delivered the report *Lessons in literature. A comparative study of the literature curricula in secondary education in six European countries*. This report presented:

- the descriptive and analytical framework for comparing curricula
- a description of the formal curriculum for literature teaching and the espoused theory on the aims and content of literature teaching among the partners
- a description of the similarities and differences between the partners.

Based on this report, three members (Romania, Portugal and the Netherlands) are currently working on a scholarly, peer-reviewed article setting out the descriptive and analytical framework and answering the question as to whether there is sufficient basis among LiFT-2 partners for the use of a joint literary framework. Although experience so far has shown that there is a reasonable basis for a 'European' literary framework, the analysis will probably highlight the fundamental obstacles involved in making it a reality.

Literary framework

Developing the literary framework is made up of six stages (see page 8), the first three of which have been completed:

- (1) introduction: pedagogical-didactical operationalization of 'literary complexity' (Quick Scan)
- (2) compiling the framework for part 1: matching students and books at different levels
- (3) questionnaire on book rating: validating the graduated reading lists.

Stage 1: Indicators of literary complexity in educational contexts (Appendix 1)

Quick Scan is an instrument that literature teachers can use to (a) describe the relative difficulty of books on sixteen dimensions and (b) explore the pedagogical-didactical potential of a text for a particular group of pupils.

The factor 'text' is important when analyzing the linguistic demands involved in the teaching and learning of literature. A systematic approach to text difficulty and accessibility can make a valuable contribution to finding literary pedagogical-didactical criteria for text selection. It is often felt that the textual factor is not taken sufficiently into account in the discussion of literary competences and literary education (see 'canonical approaches' in some countries despite the difficulties that the classics might present for learners). We hope that Quick Scan will help in the selection of texts for certain groups of pupils and that lesser known texts (e.g. young adult literature) will be accepted into the curriculum on the basis of a balanced assessment.

Teachers are accustomed through their training to look at a text from a literary-aesthetic paradigm, which means they can easily lose sight of their pupils. Quick Scan helps teachers to use a pedagogical-didactical paradigm to reflect on the accessibility and usability of texts. It is therefore a powerful tool for deployment in the training of language teachers.

Stage 2: Framework for part 1 (Appendix 2)

This stage has produced a framework that distinguishes six reading levels characterized as different ways of reading: level 1 – experiencing reading, level 2 – engaging reading, level 3 – exploring reading, level 4 – interpreting reading, level 5 – contextualizing reading and level 6 – academic reading. At each level there is a description of the match between the literary competence of pupils (five variables) and the complicating factors of the text (eleven variables). The framework thus consists of sixteen ordinal scales describing for the six levels the match between a pupil's literary competence on the one hand and the relative difficulty of the text on the other.

As stated in Section 1, the literary framework offers literature teachers a potentially rich pedagogical-didactical knowledge base that enables them not only to identify differences between pupils but also to learn to distinguish different steps in the literary socialization of adolescents. The Common European Framework of Reference is powerful because it has strong empirical support. For this reason we expect the literary framework to have a major impact on teachers and curriculum developers, especially if it can be evaluated empirically.

Stage 3: Book rating questionnaire

The following step is the large-scale consultation of teachers in their mother tongue. A questionnaire has been designed containing information about the project. The idea is that each respondent will rate about 100 books and make their own suggestions about books that could be included at that level.

We regard this step not only as a form of dissemination, but also as a kind of training because it obliges respondents to work with all or part of the framework.

Evaluation (Appendix 3)

An external evaluator evaluated and reported on the project during the Prague meeting in June 2010. His conclusions were positive: he observed a high degree of commitment on the part of all participants and concluded that the project's output, process and coordination were satisfactory.

The evaluation revealed that teacher participation (teacher panels and book voting) was perhaps a weak link in the organization of the project because teachers are repeatedly asked to make a great effort and there are no resources available to remunerate that effort. Nor was it always possible to reimburse travel costs incurred by panel members. We have decided to submit this problem to the Executive Agency of the LLP to see whether we can find a solution to this critical component of the project by moving certain items within the budget or by securing supplementary resources.

Website: www.literaryframework.eu

The website has a graphic design ([Appendix 4](#)) and a functional design that has been enthusiastically received by all participants. The website will go online in September

or October 2011. One key decision has been to make the website multilingual, giving it both a national and an international function.

The website will be made up of seven sites: a portal in English for an international audience, which will include an international reading list, and a separate website for each country in their own language with a national reading list. The navigation will ensure that visitors can click on to another country's website at any time. We see this as a way to encourage intercultural communication between teachers.



It is important for the long-term exploitation of the site to make links with other European websites that also seek to make European cultural heritage accessible to a wide audience.⁸

Dissemination activities

So far three teacher panels in each country have been involved in compiling Quick Scan and the first part of the literary framework. In all countries, presentations about the project have been made at the national and local levels to teachers and teacher trainers. Now that we have concrete results, we will also give presentations at international conferences in the coming months.

Relatively speaking, the impact of these dissemination activities has so far been minor but we expect this impact to grow once teachers are able to access the website. We are therefore delaying the distribution of flyers, newsletters and other ways of publicizing the framework until the website is online.

⁸ See Recommendation 1833 (2008), Recommendation 7 of the CoE which makes reference to a proposal by the European Parliament for a European digital library.

4. Partnerships

The project group has a varied composition. What the participants have in common is the fact that they work in teacher training and are part of effective networks of teachers and schools. As well as teachers and teacher trainers, the group consists of educational researchers and literary theorists. Most partners occupy a prominent position in the field of literature teaching in their country or department and are involved in the design of national exam programmes, in the compilation of textbooks and in curriculum development. The project group also has an international orientation, with the participants' institutes taking part in various European projects. Two members of the project group are involved in the Council of Europe's Language and Education Project.

University of Groningen (Netherlands)

- Dr Theo Witte (project leader)
- Drs Jan Kok

Charles University of Prague (Czech Republic)

- Ondřej Hník, Ph.D
- Štěpánka Klumparová, Ph.D
- Ing Karolina Marková

University of Hildesheim (Germany)

- Prof. Dr Irene Pieper
- Volker Pientsch, Ph. D

University of Joensuu (Finland)

- Dr Raisa Simola
- Dr Kari Sormunen

University of Minho (Portugal)

- Dr Maria Lourdes Trindade Dionisio
- Regina Duarte Ph.D
- Prof. dr. Rui Vieira Castro

University of Bucharest (Romania)

- Dr Tina Sămihăian
- Dr Magda Raduta
- Conf. Dr Liviu Papadima

5. Plans for the Future

Book rating

The first step is to reach as many teachers as possible with the questionnaire. Using the outcomes of the survey, we will compile seven graduated reading lists: a 'national' reading list for each individual country (six in total) and an international list containing both books from world literature and lesser known books (translated into English) from the six national lists. Related to the number of inhabitants of each country the aim is to reach 50-100 teachers. October 1, 2011 we evaluate if these numbers are reached.

Framework for part 2

The framework comprises three dimensions: students, books and pedagogy. The first two have since been achieved. At our last meeting (Hildesheim, February 2011) we focused on the third dimension of the framework – the interaction between teacher, students and books (teaching methods). Our intention in developing this second part of the framework is to proceed in the same way as with the books (see Project Approach). Expert panels will reflect on the question of which tasks and strategies ('methods') will fit in the zone of proximal development of, for example, a level 2 or level 3 reader. Teacher panels will evaluate these methods next winter. We are intending to complete this part in spring 2012 so that the results can be uploaded for summer 2012.

Website and dissemination

The participants have held regular presentations at national teacher conferences in which they inform teachers about the project. These conferences are also attended by policymakers, curriculum developers and teacher trainers from other institutes. We will continue to give these presentations in the coming period. In the spring of 2011 we will present the project at two international conferences.⁹ The project group will also present a paper and a workshop at an educational conference in Prague in October.

We will put the website online and publicize it as soon as possible after the reading lists have been compiled (September 2011). From then on, we will use digital and printed professional journals to maximize our outreach to language and literature teachers and draw their attention to the reading lists and framework.

In addition, we are working on two academic, peer-reviewed articles for the journal *L1 Educational Studies in Language and Literature*.

⁹ 8th IAIMTE International Conference | Hildesheim (Germany) 15-17 June 2011 and the 17th European Conference on Reading | Mons (Belgium) 31 July – 3 August 2011.

6. Contribution to EU policies

This project can make a contribution to EU policies in a variety of ways.

The underlying aim is to ensure that the literary development process of pupils runs smoothly so that they can develop further as readers of literature even after they have left school. It therefore supports the European LLP priority to improve literary skills.

The issue of literary education has been addressed in particular by two recent recommendations of the Council of Europe: Recommendations 1883 (2008) and 1884 (2009). The literary framework and the graduated reading lists tie in seamlessly with several recommendations, as the following summary shows.

An important topic in the EU policies is the forging of a European cultural identity. It is stressed that knowledge of language includes the knowledge of great works of literature and that literature education should form part of the curriculum 'at all levels of the education system'.

Learning one's mother tongue and its literature plays a major part in forging a national consciousness among schoolchildren. Learning other European languages and their literatures can help to inculcate European citizenship.

It is necessary to go beyond a strictly national conception of literature teaching and offer schoolchildren at all levels a transversal approach to Europe's heritage, highlighting the common link of respect for cultural diversity.

The Assembly recognizes that the internet has become an important means of access to knowledge and in this connection welcomes the European Parliament's proposal to establish a European digital library in the form of a single, direct and multilingual point of access to Europe's cultural heritage.

Accordingly, the Parliamentary Assembly recommends that the Committee of Ministers encourage member states, and especially their education authorities, to:

- rekindle a desire to read among young people by promoting the teaching of Europe's literary heritage in all types of primary and secondary education and by devising appropriate syllabuses for all levels*
- provide this teaching in addition to, and not instead of, the teaching of mother-tongue literature and the learning of foreign languages*
- present the teaching of European literature as an integral part of education in European citizenship, taking into account cultural diversity, in accordance with the European Convention on Human Rights (ETS No. 5), and the linguistic pluralism of our continent*
- consider producing anthologies and teaching material for European literature appropriate to the various levels and practices of European school systems*
- develop websites on Europe's literary heritage where all the citizens of Europe can find texts, bibliographies, literary history, courses and web links.*

Literacy is a fundamental requisite for the participation in and active contribution to democratic society. Although illiteracy in terms of reading and writing in Europe is below the estimated worldwide level of 10% to 20%, a proportion of Europeans with a migratory background is functionally illiterate in the language of their country or region of residence. This cultural illiteracy hinders participation in social life and mutual understanding between different social groups.

Finally

We see once again a growing interest in the importance of literature. There is an awareness that a narrow approach to literacy, one concerned only with 'using' reading competences, is not enough. A recent meta-analysis has shown that there is a causal link between the reading of fiction and literature, language development and level of education.¹⁰ See also the new PISA study which stresses reading motivation through the reading of literature.

There is also growing concern about literary competences: how can we support their development? A plausible system that can support professional teaching would be welcomed. The literary framework may well be such a system. This is because it has the potential to offer teachers a pedagogical-didactical knowledge base for literature teaching in secondary education. Its empirical and ecological validity remains an important question, however.

¹⁰ Mol, S. & Bus, A. (2011). To Read or Not to Read: A Meta-Analysis of Print Exposure From Infancy to Early Adulthood. *Psychological Bulletin*, 137, 2, 267-296.

Appendices

1. Quick Scan (indicators of literary complexity)
2. Literary Framework part 1
3. Process evaluation (external evaluator's report)
4. Graphic design of website

